



Be a Detective Not an Inspector

A Workshop for Instructional Leaders
Angelee Eames, Senior Consultant

Literate Nation

http://www.youtube.com/watch?v=R4KjV0d6HGY

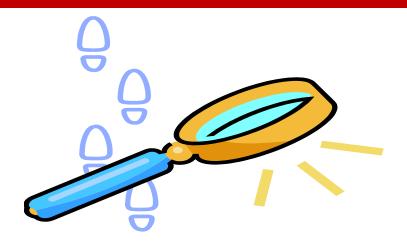
Research

"Be a Detective not an Inspector"
Unlock the mystery of why your school might be stuck, why a problem or practice persists, and what might help the school get unstuck. Leaders in this workshop will focus on the promotion of fidelity of instruction to increase student achievement.

- Personal Best, Atul Gawande
- Good Coaches, Jim Knight
- Learning from "Instructional Rounds"
- Pull, Don't Push: Nano Tools for Leaders



What does a detective do?



Detectives - observe, interview, review Detectives - sort, classify, determine Detectives - analyze, list, and solve

SO!! Athletic Coaching was an American Innovation in the late 1800's

- The athletic coaching model is starkly different from the traditional model of pedagogy in k-12 ed., colleges, and professional schools-the idea that after a certain point you are finished with your education and can thrive by yourself. Professional sports coaching considers this model "Naïve about our human capacity for self-perfection". A. Gawande, 2011
- No matter how well prepared-they need deliberate practice—the coach provides the eyes and ears, and makes you aware of where you are falling short or not performing at the optimum level. Atul Gawande M.D.



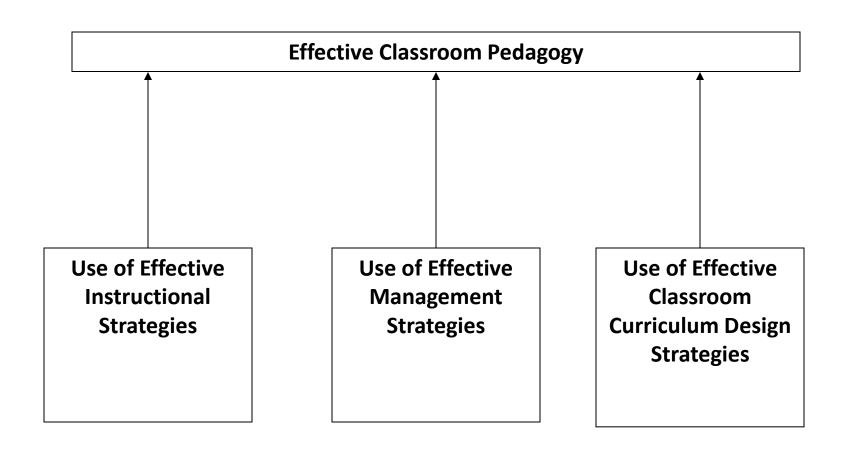
Set the goals
Repeat the goals
Create the game plan
Practice, practice, practice

When I become a teacher

http://www.youtube.com/watch?v=qOT0FBIBqUc

Teacher Rant Video

Three Components of **Effective**Classroom Pedagogy



Three Keys to Teaching Effectively

When teachers have a strong handle on the following "keys," the outcomes in their classrooms are likely to be high-quality.



Planning *plus* Knowledge



Presentation *plus* Management



Instruction **plus** Monitoring

(Vaughn & Briggs, 2003)

Key Number 1: (continued) Planning

Planning is necessary for:

- Best use of instructional time.
- Providing differentiated instruction.

Planning requires:

- Familiarity with the instructional programs.
- Access to good data on student performance.
- Access to supplementary tools.

Key Number 1: (continued) Knowledge

Effective teachers **know**:

- How students learn to read.
- Why some children have difficulty.
- What must be directly taught.

Effective teachers use this **knowledge** to:

- Set student goals.
- Deliver instruction.
- Monitor student progress.

Key Number 2: (continued) Presentation

Effective teachers:

- Follow a routine.
- Use systematic, explicit presentation.
- Provide sufficient practice.
- Connect listening, speaking, reading, and writing.



Key Number 2: (continued) Management

Effective teachers:

- Maximize academic engaged time.
- Enable high rates of student responses.
- Minimize irrelevant talk.
- Use prompts and cues.
- Structure tasks at the appropriate level of difficulty.
- Employ peer teaching.

Key Number 3: (continued) Instruction + Monitoring

Scaffold the <u>instructional</u> process and <u>monitor</u> learning:

- I do. Teacher models.
- We do. Teacher provides guided learning and feedback. Students participate with the teacher.
- You do. Teacher provides opportunity for plenty of practice.

Action Plan for Change

"Change is the end result of all true learning."

—Leo Buscaglia

- How will my teaching change?
- How will my students' learning change?



Factors Affecting Teacher Quality

General and verbal ability
Instructional practices

Professional development

Expectations and motivation

Experience

Pedagogical knowledge

Content knowledge

Induction/mentoring

Advanced degrees

Alternative certification

Certification and licensure

Leadership Needs Assessment

Knowledge Areas for Leaders	Key Questions			
Knowledge Areas for Leaders (Examples)	What data will help me?	What are my strengths in this area?	What areas could be developed?	What are my next steps?
Clear sense of content areas in need of academic improvement.				
Clear sense of target student subgroups in need of support within each content area.				
Clear understanding of the school climate and students' and staff sense of connectedness to the school.				
Accurate perception of the staff morale, trust in school leadership, and readiness for a change.				
Clear understanding of the district readiness to support a change.				
Clear understanding of the parents' and the community's readiness to support a change.				

21st Century Education Video

Instructional Rounds

Dr. Elizabeth City

"A medically-inspired protocol in which a group of educators tours a school, zeroes in on strengths and weaknesses, and provides descriptive and analytic feedback."

"How can we produce the learning we want to see?"

Instructional Rounds in Education, 2009

E.City, R.Elmore et.al. Harvard Press

What are they? Video

Step 1

Form a network:

- -visit each others' schools or classrooms, mixed leaders and educators
- -plan classrooms to visit
- -set the visits up around the next step

Step 2

Define a problem of practice:

- -this is something a school cares about, feels stuck on, and wants to understand more deeply
- -review of iWalkthrough data, student data, video reflections

What is a Problem of Practice?

"It is something a school cares about, feels stuck on, and wants to understand more deeply."

Common Problems

Engagement - teacher talk vs. student talk

High-level questioning vs. recall/memory

Learning transfer - What can a student tell you?

Conceptual or only procedural (math)

Active or passive learning? Literacy skills

Hand Up - Stand Up - Pair Up

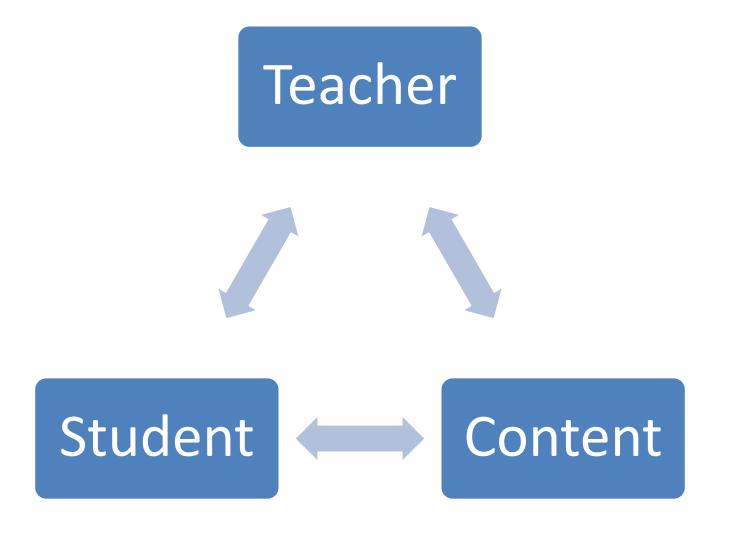
What are your school's problems of practice?



List 3

Share

Looking at the Instructional Core



Questions to ask...

What is the teacher doing or saying?

What are the students doing or saying?

- What is the task?
- Be descriptive---NOT JUDGEMENTAL!
- Seeing and hearing...

Key Steps

Observe in classrooms: Divide into groups of four and each group visits three to four classrooms for 20 minutes each. Focus on the school's problem of practice and paying particular attention to the "instructional core", the interaction of students, teachers and content. Observers ask themselves, "What are the students doing and saying?" "What is the teacher doing and saying?" "What is the learning task?" You do not fill out a checklist, but make careful observations. They try to unlock the mystery of why the school is stuck, why a problem persists, and what might help the school get unstuck?

Step 4

Debrief: Share impressions.

- First, low-inference, "just the facts" descriptions
- Then, analysis, looking for patterns and exceptions to patterns
- Finally, prediction, asking questions, recommended three times around

"If you were a student in these classes today and you did everything the teacher asked you to do, what would you know and be able to do?"

Instructional Rounds Process



NEEDS ASSESSMENT

Classroom	Teacher				
☐ Content ☐ Management ☐ Method ☐ Data ☐ Attitude					
What is happening now?	What should be happening?	How will I help make it happen?			

Identify the next level of work

- Focus the work on one "problem of practice"
- Build a common understanding of effective teaching and learning
- Provide data to inform professional development
- Put educators in charge of their own learning
- Reduce variability between classrooms
- Take improvement to the next level

WHATEVER IT TAKES!

All policies, programs, and practices are considered through the lens of "How does this impact student learning?"

Those that encourage learning are embraced.

Those that interfere with learning are discarded.



DuFour, et al., 2004

CCSS

- "It is not about teaching the content. It is about USING the content to teach the skills."
- Avoid the "analysis paralysis" and JUST get started!
- "We can learn more from five-20 minute walkthroughs to gather data on implementation and instruction than from turning the lesson plans each week."

Instructional Rounds Video

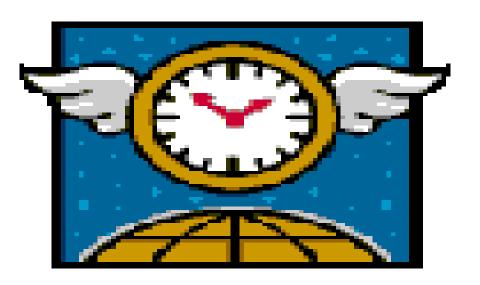
Fidelity Is...

- Delivery
- Setting
- Materials
- Target population
- Instructor qualifications
- Professional development

Think and Write

- 1. What are the barriers in classrooms for teachers?
- 2. What are the barriers across grade levels?
- 3. What are the barriers across the school?

Pairs-compare--



Why Fidelity?

- Narrow the achievement gap
- Improve outcomes for all
- Prevent instructional casualties
- To be able to determine that a student has received the appropriate instruction
- To be able to replicate success

What To Look For

- Fidelity
- Plenty of Practice
- Positive Correction
- Mindful of Student Responses
- Accurate Instruction
- Joyful Instruction
- Assessments (common) are complete and the data is used to make instructional decisions



If we don't have fidelity...

- How do we know what made our instruction effective?
- How would we know if it was the procedure that failed or the if it was the failure to implement?

Creating Protocols

- Fidelity is NOT completing every page, every assessment, every practice.
- So, as a team, you must create a protocol that outlines exactly the best practices you need to see to preserve fidelity. Including the "big ideas" of curriculum content, assessments and practices.
- iWalkthrough data
- iObservation

You asked me to look for...

Please check the appropriate box(es) or write in the space provided:

Classroom Environment	Pacing	Student Behavior
Routines and Procedures	Content Mastery	Independent Practice Centers
Student Engagement	Instructional Delivery	Student Speaking and Writing
Organization and Use of Materials		

observed:				
appreciated:				
wonder:				



ORDER OF CHANGE

Teacher Attitudes

Student Outcomes

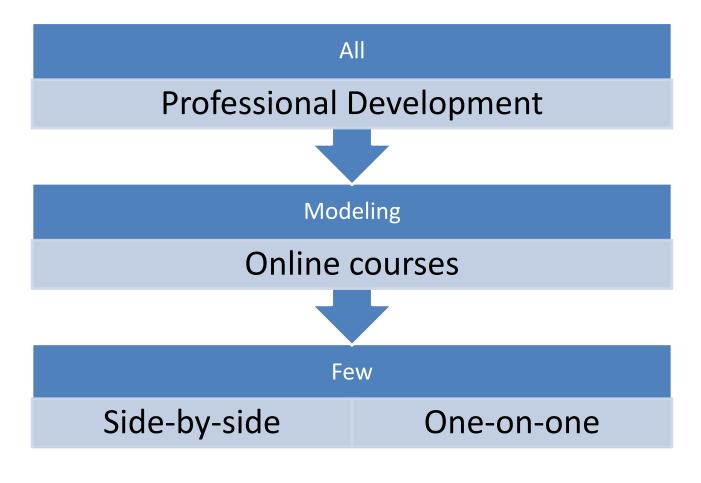
Teacher Behavior





Pair Up

Coaching Cycles

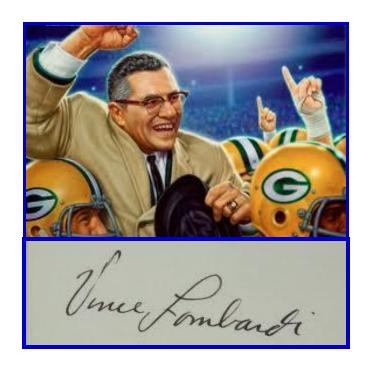


instructionalcoach.org/research

Go to this site for more information and practical ideas.

Coaches are: an on site professional developer who partners with educators to identify and assist with the implementation of proven teaching methods...

A COACHING LESSON



Legendary Coach of the Green Bay Packers

- Start with a drill everybody can do.
- Do the tough stuff in the middle.
- Always end with a drill everybody can do.

Videotaping your classes!

Pre-Conference Date/Time:

Teacher:	Age of Students:	
What spec	cific program component would you like to observe?	

- What are your goals/or objectives for this lesson?
- What difficulties are you having, or questions do you have about this lesson?
- Is there any professional development that you think might help make this lesson better?

Observation Date/Time:

Record observations on the appropriate program observation form.

Post-Conference Date/Time:

How did you as the teacher feel the lesson went? What did you think went well? What would you do differently next time?

Goal Setting-

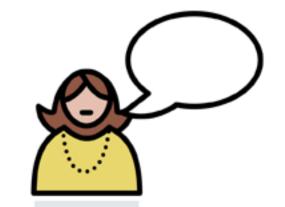
REFLECTIVE FEEDBACK

- ASK "How did you feel about the lesson?"
- LISTEN to the teacher's response.
- RESPOND to the teacher's comments.
- SELECT one area of refinement.
- **CHOOSE** the skill that will make the biggest difference.
- TEACH the new skill to the teacher.



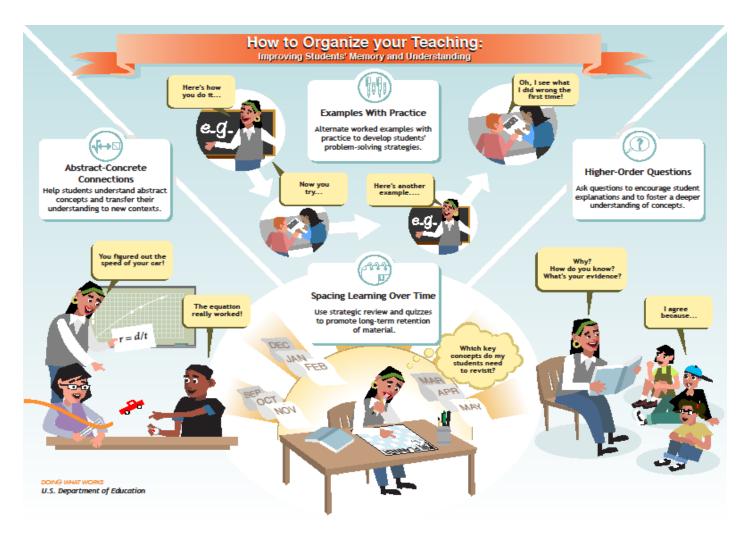
Concise Feedback

Do you "stick to the point?"



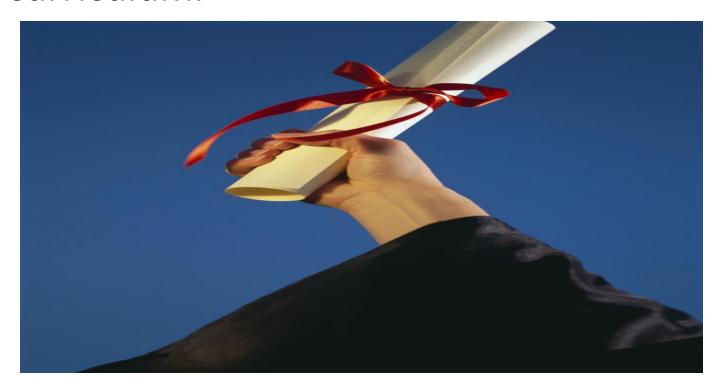
- Do you "double check" all written communication? Is it brief, short, and to the point?
- **Convey HIGH expectations.
- **Coach by focusing on the task/behavior.
- It is easier to PULL than PUSH!!! Clarifying the direction rather than "telling." Make it safe to ask questions, make mistakes and learn new things.

Organize Your Teaching



Madeline Hunter meets Direct Instruction

 Review this document as a way to improve instruction and to plan for improved delivery of curriculum.



"Blackboard" Configuration

Standard & Objective	Do Now	<u>Homework</u>
What will students be able to do by the end of this period?	3 to 4 minutes pen to paper work related to the lesson	Review and reinforcement of the day's lesson
<u>Agenda</u>		}
1		
2		· ·
3		
4		

Objective

- Specific & precise: Contains active verb and is stepping stone to the standards being taught
- What students will be able to do when they leave class today
- Written in student friendly language
- Should be measurable

Steps

- Agenda/sequence of instructional activities to support students' achievement of the objective (and it's related standards)
- Employ a variety of instructional strategies, groupings, and delivery methods to support the instructional objective
- Consider ending period with student writing a learning log, "exit ticket" or some other written summary of learning for the day

Do Now

- Students review what they did the previous day
- Alternatively, student can work on something in anticipation of today's lesson
- Brings back to their heads "the stuff they have amnesia about"

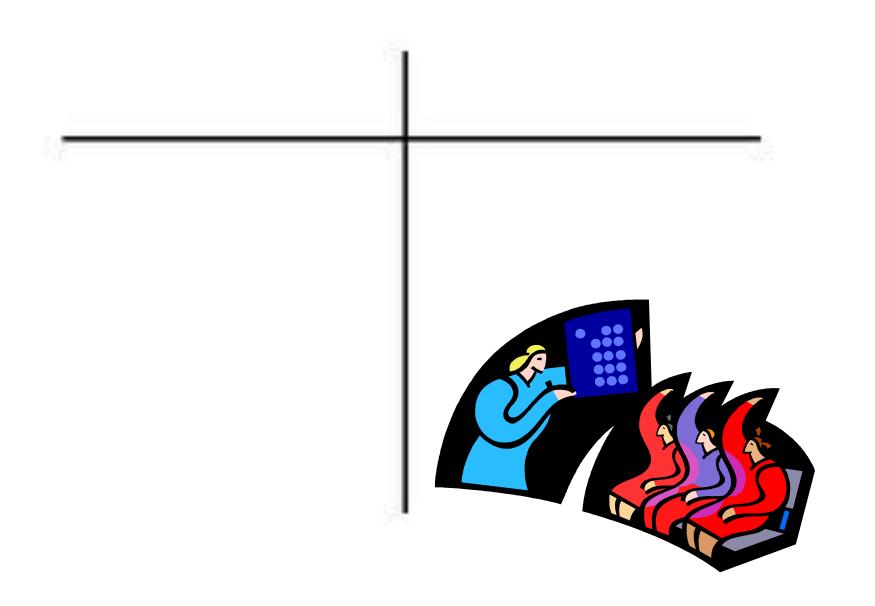
Homework

- Reinforces the objectives of the day's lesson
- Review, Reinforcement, & Realistic

"I've always felt that coaching was a word that was synonymous with trust, integrity, dignity, and wisdom, and that coaches were people you could count on, talk to, and be counseled by."

~ Pat Riley ~

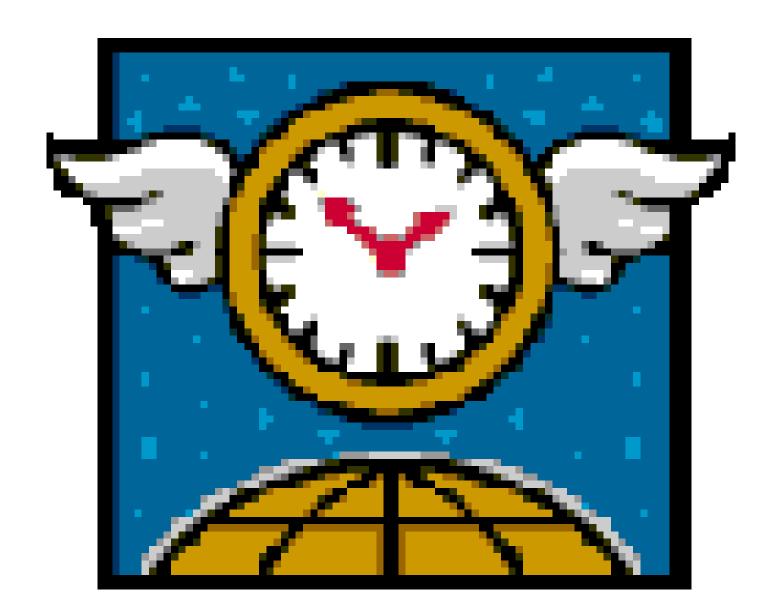
SCAFFOLDING



Enough time spent to meet the needs of many students who do not typically receive powerful support at home.

Enough quality so that the increased instructional time is spent effectively.

Time X Quality = Growth



The Big "BIG" Idea of Rtl

 Decide what is important for students to know

2. <u>Teach what is important</u> for students to know

3. Keep track of how students are doing

Make changes according to the results you collect

If a seed of lettuce will not grow, we do not blame the lettuce. Instead, the fault lies with us for not having nourished the seed properly.

Buddhist proverb

Students (teachers) must...

 Believe in themselves and their ability to learn.

 Trust in their teacher (that's us) and the teacher's (coaches') ability to teach.

 Believe that the learning is relevant to them, their goals, aspirations, and dreams. "A good coach will make their players see what they can be rather than what they are."

~ Ara Parasheghian ~



References/Resources

- Doing What Works: http://dww.ed.gov/
- Instructional Rounds in Education,
 2011 Harvard Press, E. City
- Unmistakable Impact, 2010, Corwin Press, J. Knight